

Mentoring Agreement

Overview

This agreement provides a standard definition and a consistent approach to mentoring new Child Protection Workers (CPW) and Social Work Case Managers (SWCM) in the Department of Health and Human Services. The purpose of the mentoring program is to support the mentee through their probationary period. Field mentoring reinforces learning with practice in real-life situations. Objectives:

- Recognize mentoring as a valued element of the staff development framework
- Ensure mentoring is not confused with, or substituted for, the performance evaluation
- Support and encourage mentoring in staff and team development
- Establish that mentoring relationships are consistent with existing policies on quality, equal opportunity, inclusiveness, code of conduct and privacy
- Define the mentoring program roles and responsibilities for supervisors, mentors, mentees, and colleagues

Mentoring as a Valued Element in Staff Development

The Department recognizes the value of mentoring skills and encourages mentoring by means of:

- Standardized training on the mentoring program
- The formal mentoring agreement
- Field Experience Learning Guide that will assist mentors and mentees with tracking of the intentional learning tasks
- Acknowledging the following workload implications for the mentors:
 - The supervisor approves a mentee to observe a CPW mentor's assessment interview, which includes the mentee taking notes and documenting the interview with the mentor reviewing
 - The supervisor approves new case assignments being assigned to the mentee and in collaboration with the mentor once the mentee has complete SW 020 Foundations of Social Work Case Manager Practice. This will serve to reduce new case assignments for a mentor during the time they are mentoring. There are times when this will not be possible due to staffing shortages or high case volume.
 - The supervisor acknowledges the significant individual contributions and good practice in a mentor's annual performance evaluation.

Relationship of Mentoring to Staff Appraisal and Performance Management

- The mentor has no supervisory responsibility or authority over the mentee or role in dealing with issues of non-compliance or under-performance
- The mentoring relationship provides a confidential and non-judgmental environment

- Mutual learning is an integral aspect of the mentoring relationship
- The mentoring relationship needs to support the integration of the mentee into the local service team

Supervisor Roles and Responsibilities

- Complete training - *SP 503 Mentoring Program Overview for Supervisors*
- Assign the mentee to a mentor and communicate to their team that they will partner with the mentor in shadowing opportunities with the mentee
- Define the communication expectations for meeting with mentor and mentee
- Review and collect signed Mentoring Agreement from the mentor and mentee
- Identify and address training needs, including a review of the Mentee Self-Assessment with the mentee; utilize Mentee Self-Assessment in development of training plan and review throughout mentorship
- Review Field Experience Learning Guide initially with the mentor and mentee
- Meet regularly with the mentor to discuss progress towards completing intentional learning tasks listed in the Field Experience Learning Guide as well as to assess overall performance of the mentee
- Monitor the number and types of cases being assigned to the mentee
- Sign-off on the Field Experience Learning Guide at the end of the mentee's first six months
- Confirm the mentee completed the Mentoring Survey at the end of the mentee's first six months
- Ensure mentoring relationships are consistent with existing policies on quality, equal opportunity, inclusiveness, code of conduct and privacy
- Address issues of non-compliance and performance

Supervisor Criteria for Mentor Selection

- Recommend at least two years of experience as a CPW or SWCM, preferably in the location where they are mentoring
- Overall meets or exceeds expectations in their performance evaluation
- Demonstrates proficiency in Child Welfare Model of Practice and policy
- Good attendance

Mentor Roles and Responsibilities

- Assigned as a mentor by a supervisor
- Complete training: *SP 511 Partnering for Success: What to Expect as a Mentor*
- Sign and submit the Mentoring Agreement to the supervisor
- Model best practice
- Coach, train and provide constructive feedback

- Provide support and encouragement
- Make introductions to community partners
- Provide shadowing opportunities and connect the mentee to others in the office for shadowing opportunities
- Take an active role in the day-to-day learning and activities of the mentee
- Meet regularly (frequency dependent upon progression) with the mentee to provide guidance and answer questions
- Meet regularly with the supervisor to discuss the mentee's performance
- Monitor the completion of the intentional learning tasks on the Field Experience Learning Guide
- Coach, train and provide constructive feedback
- Provide support and encouragement
- Help introduce mentee to community partners

Mentee Roles and Responsibilities

- Complete training: *SP 512 Partnering for Success: What to Expect as a Mentee*
- Sign and submit the Mentoring Agreement to the supervisor
- Take an active role in the day-to-day learning and shadowing experiences
- Meet regularly (frequency dependent upon progression) with the mentor for guidance
- Meet regularly with the supervisor to discuss progress
- Complete and date the intentional learning tasks at the time the tasks are completed on the Field Experience Learning Guide
- Complete case notes and tasks on shared cases with mentor and as otherwise assigned by the supervisor
- Participate in formal mentoring throughout the mentee's probationary period
- Complete the Mentoring Survey six months after the mentee's start date

The goal of this partnership is to reinforce learning with practice in real-life situations. It is essential that coursework presented in the classroom be practiced in the field with appropriate guidance. The feedback process is coordinated between the supervisor, mentor, and mentee. The desired outcome is to increase the mentee's confidence level and competency in doing casework in the counties they are assigned.

We have read and understand the Mentoring Agreement Document.

Therefore, we agree that:

1. The mentoring relationship will begin on _____ . This partnership will be evaluated regularly with the assigned supervisor of the mentee.
2. We will meet minimally _____ . These meetings will be prioritized and are an integral part of your training process. Therefore, please prioritize and commit your full attention to our scheduled time.
3. Part of the mentor/mentee relationship will include ongoing phone and email communication. The mentor can be reached at telephone number: _____ and email: _____ .
4. We agree that information regarding the mentee's performance will be kept confidential outside of the communication between the supervisor, mentor, and the mentee.
5. We agree that the information obtained during the program may be utilized to develop the mentee's end Performance Evaluation completed by the supervisor at the conclusion of the mentee's probationary period.

Mentee Signature

Date

Mentor Signature

Date

Supervisor Signature

Date